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| **Tasks** | **Description** | **Length** | **Balanced Literacy Components** |
| **Task 1** | **Story Map-** Students will read a variety of historical and realistic fiction. Students will complete a story map to demonstrate understanding of characters, setting, and plot. | 4 days | * Reading   Word Study   * Writing   Speaking and Listening |
| **Task 2** | **T- Chart-** The plot of a story is made up of events and events impact characters. In this task, students use the historical and realistic fiction texts read in Task 1 to analyze how characters and people respond to significant events and challenges. Students will complete a T-Chart showing major events/challenges that a character(s) encountered and the response of the character(s) to the events/challenges. | 3 days | * Reading   Word Study   * Writing   Speaking and Listening |
| **Task 3** | **Interview-** Building on the understanding that events and challenges affect characters, students will begin to recognize that people are the “characters” in the story of their own lives and thus are also impacted by challenges and events. Students will interview a community member to determine how he/she responded to major events and challenges that impacted his/her life. | 3 days | Reading  Word Study   * Writing * Speaking and Listening |
| **Task 4** | **Biographical Writing-** Students will tell the life story of a community member focusing specifically on how he/she responded to the events and challenges that impacted the person that he/she is today. | 5 days | Reading  Word Study   * Writing * Speaking and Listening |
| Task 5 | **Stay Tuned-** Students will create a PowerPoint presentation to share the story of a community member. The presentation will highlight how the community member responded to an event or challenge, and the how that event/challenge helped to shape his/her life. | 5 days | Reading  Word Study  Writing   * Speaking and Listening |

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**Story Map**

Title

Setting (Where, When, Time, Place)

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Characters

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Plot/Problem

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Solution

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**K-5 ELA Lesson Plan**

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| --- | --- | --- | --- | --- | --- |
| **Teacher: Roberts** | | **Grade: 2** | | | **Date(s)**: Day 1 |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task: 1**  **STORY MAP** | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?**  **What is the best way to share a story with an audience?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Chart Paper** * **Markers** * ***Miss Nelson is Missing* by Harry Allard** * **Pencils** * **Paper** * **Art supplies** * **Document camera** * **Student notebooks** * **Laminated STORY MAP anchor chart** | | | | **Character**  **Setting**  **Plot**  **Problem**  **Solution**  **Event**  **Story map**  **challenge** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Reading**  **Standards:**  **RL. 2.1 Ask and answer such questions as who, what, where, why and how to demonstrate understanding of key details in the text.**  **RL. 2.3 Describe how characters in a story respond to major events and challenges.**  **RL. 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**  **RL 2.7 Use the information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **I Can Statement(s):**   * **I can identify all the elements of a story.** * **I can accurately describe my Story Map.** * **I can identify major events and challenges in a story.** * **I can share ideas about the ways characters respond to major events and challenges.**   **Instructional Plan: [See below: Speaking/Listening]**   1. **Whole Group: Teacher read aloud: *Mrs. Nelson is Missing* by Harry Allard.** 2. **Revisit text orally with whole group and model the STORY MAP structure on the anchor chart.** 3. **Special focus on PARTS of a story with emphasis on the CHARACTERS, the PROBLEM, EVENTS, and the SOLUTION** 4. **Use the story theme [following the rules] to guide discussion about classroom rules and collaboration.** 5. **Partner/small group: Ask students to work together and discuss some rules or ideas about the best way to solve problems and accomplish goals in the classroom. [informally assess students conversation style]. Give each student a role in the group (recorder, time keeper, etc) Talk about procedures prior to starting.** | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Writing**  **Standards:**  **W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **I Can Statement(s):**   * **I can use my 5 Star Checklist when I write.**   **Instructional Plan:**   1. **Whole Group :Brainstorm classroom rules. Write them on the board in a concise and positive list that will set the standard for the year. [no more than 5!]** 2. **MODEL the writing conventions for punctuation and grammar as rules are listed on the board.** 3. **Independent Work: Students will create a “Rule Booklet” which includes the 5 classroom rules- Write the rule and illustrate.** | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Word Study**  **Standards:**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing**  **L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **I Can Statement(s):**   * **I can learn meanings of new words.**   **Instructional Plan:**   1. **Whole Group: While completing the Story Map introduce the vocabulary words (character, setting, plot, etc) Tell what they mean and give an example while filling out the anchor chart.** 2. **Independent Work: Students will start a vocabulary ring (index cards with one hole punched and a binder ring). They will write the vocabulary words on one side and the meaning on the other side.** | | | | |
| **Gradual Release of Responsibility:**  xModeled  xShared  xGuided Practice  xIndependent | **Speaking & Listening**  **Standards: SL. 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**  **[a.]Follow agreed upon rules for discussions…**  **[b.]Build on others’ talk in conversations by linking their comments to the remarks of others.**  **[c.]Ask for clarification and further explanation as needed about the topics and texts under discussion.**  **I Can Statement(s):**   * **I can identify the challenges and events that effect the characters and their actions.** * **I can understand the character’s problem and identify the solution.**   **Instructional Plan:**   1. **Whole Group: Teacher read aloud: *Mrs. Nelson is Missing* by Harry Allard.** 2. **Revisit text orally with whole group and model the STORY MAP structure on the anchor chart.** 3. **Special focus on PARTS of a story with emphasis on the CHARACTERS, the PROBLEM, EVENTS, and the SOLUTION** 4. **Use the story theme [following the rules] to guide discussion about classroom rules and collaboration.** 5. **Partner/small group: Ask students to work together and discuss some rules or ideas about the best way to solve problems and accomplish goals in the classroom. [informally assess students conversation style]. Give each student a role in the group (recorder, time keeper, etc) Talk about procedures prior to starting.** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; review of rule book; sharing problem/solution activity.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will begin to explore biographies and stories using book basket selections.** | | **Small group work and partner work to assist students with story map completion, rule book writing, and problem solution activity.** | | | **Vocabulary cards and Story Map Anchor Charts will be posted.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * **Assessments for these standards are integrated within the plan.** * **Dibels and TRC assessments will be completed this week.** * **Baseline Writing** * **Pre-assessment (given during Guided Reading time)** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

**K-5 ELA Lesson Plan**

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| **Teacher:**  **Roberts** | | **Grade:**  **2nd** | | | **Date(s)**: Day 2 |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  Story Mapping | | |
| **Essential Question(s):**  How does asking and answering questions help me to understand key ideas and details when I read, write and speak? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  Index Cards  Notebook Rings  The Important Book by Margaret Wise Brown  Main Idea Hand song  Main Idea template  Rubber/Latex gloves  Sharpie Markers  Graphic Organizer  Bios  True Stories about Abraham Lincoln (daily RA book) | | | | important  details  biography  setting | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  W.2.8 – Recall information from experiences or gather information from provided sources to answer questions.  **I Can Statement(s):**  I can gather information to answer questions.  **Instructional Plan:**  Teacher calls the students to the reading rug. (\*Primo time to teach procedure)  On the first day of school the teacher reads The Important Book to the class (The important thing about a spoon is that you eat with it, it is hollow, it is like a little shovel, etc....But the important thing about a spoon is that you eat with it)  Teacher leads a discussion in how details can give us better understanding and a main idea of a topic or person. Details can be obtained by reading and questioning.  Students will take turns (as called on by teacher) to ask him/her questions about themselves. The teacher will record the responses on a chart or board. Teacher will then explain that she will model the format on the board (as presented in the book) focusing on the 5 W’s. Students are dismissed to their seats to copy at their seats.  e.g. –  *The most important thing about Mrs. Doak is that…*  *She is a Reading Specialist.*  *She has been teaching for 20 years.*  *She works at Johnson Street Global Studies.*  *She loves teaching students.*  *But the most important thing about Mrs. Doak is that she is a teacher.*  **NOTE: Students may choose their own facts from the chart or copy what the teacher modeled.**  (This interview process, note-taking, and report will be done each week with a new student and complied in a Star Student of the Week Bio-Book) | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice   X Independent | **Speaking & Listening**  **Standards:**  SL.2.2. – Recount or describe key details from a text read aloud or information presented orally or through other media.  **I Can Statement(s):**  I can share a story about someone using details.  **Instructional Plan: \***  Students will share their The Important thing about Mrs. Doak is… poems with the class. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Reading**  **Standards:**  RL.2.1 – Ask and answer such questions as who what when where why and how to demonstrate understanding of key details in a text.  **I Can Statement(s):**  I can identify who what when where why and how key details of a person’s life.  **Instructional Plan:**  Teacher will teach class the Main Idea Hand song and refer to the product that was made during morning work/center.  After referring back to the reading of The Important Book,  together the class will discuss how we can use this concept with people as well and introduce the term biography. The teacher will read aloud a short Bio on Martin Luther King Jr and the class will create an Important Poem about MLK Jr together with a focus on the 5W’s.  e.g.  The important thing about Martin Luther King is that… (**Who)** He gave many speeches. (**What)**  He inspired people to unite in the 1960’s. (**When)** He led non-violent marches in southern towns. (**Where / How)** But, the important thing about Martin Luther King is that he fought for freedom. (**Why)**  As a group, complete a graphic organizer like anchor chart on MLK.  Now the students have an idea of how to identify key details of a person’s life and will next work together in cooperative groups (\*Primo time to teach procedures) to read a short selection on President Obama identifying the Who, What, When, Where, Why, and How on a graphic organizer provided. Each group should have a Recorder, Reporter, Timer and Collector.  A reporter from each group will share what their group did. | | | | |
| **ilGradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice  X Independent | **Word Study**  **Standards:**  L.2.4a **–** Use sentence-level context as a clue to the meaning of a word  **I Can Statement(s):**  I can learn new words by using clues in the sentence.  **Instructional Plan:**  Students will create their vocabulary rings individually while as a class we introduce new vocabulary to our Word Wall.  Words will be introduced, a clue will be given via the teacher’s use of the word in a relevant sentence and class (with teacher guidance) will agree on correct definition for this particular unit.  (Students will be given index card with holes punched in the corner.  Every time a new word is introduced students will write the word on one side with the definition on back (as given by the teacher)  The cards will be added to a notebook /key ring and kept in their “Tool Box”. These rings can be used later for study with partners, quizzes, centers, etc | | | | |
| **Closing/Summarizing Strategy** | Students will record their lesson’s reflection in their Learning Logs:  (revisiting I can statements and essential questions)  **Today we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **I learned that I can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **I really liked \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **But I had trouble with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students will be paired up with a partner to create Bio Buddy poems. | | Main Idea Song  Glove manipulative | | | Anchor Charts  Graphic Organizers  Vocabulary Rings/Word Wall |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Student Learning Logs  Individual Students work | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

**K-5 ELA Lesson Plan**

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| --- | --- | --- | --- | --- | --- |
| **Teacher:**  **Roberts** | | **Grade:**  **2** | | | **Date(s)**: Day 3 |
| **Unit Title:**  A story to share | | | **Corresponding Unit Task:**  **Story Map** | | |
| **Essential Question(s):** How does asking and answering questions help me to understand key ideas and details when I read, write and speak? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **-Teacher Edition**  **-Reading Streets book**  **-Vocabulary Ring** | | | | **Main Idea**  **Setting**  **Characters**  **Plot- Beginning, Middle, End**  **Problem**  **Solution**  **Event** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.2.1**. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.  **RL.2.3**. Describe how characters in a story respond to major events and challenges. **(Note: This standard is explicitly taught in Task 2. It is listed to support “how” questions in RL.2.1)**  **RL.2.5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **RL.2.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  **RL.2.10**. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  **I Can Statement(s):**   * **I can identify all the elements of a story.** * **I can accurately describe my Story Map.** * **I can identify major events and challenges in a story.** * **I can share ideas about the ways characters respond to major events and challenges.**   **Instructional Plan:**  **-Teacher will read Morning Warm-up! on pg. 1901 in Teacher Edition**  **-Students will turn to a partner and discuss the question “What makes a team?” Share**  **-Introduce Amazing words: compete, contribute, and recreation, and discuss their meanings.**  **-Teacher will read aloud Ronald Morgan Goes to Bat, and students will follow along in their text books. -After reading story, teacher will hold up story map cards/bookmarks to discuss each element of the story (character, setting, plot, problem, solution, event).** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.8**. - Recall information from experiences or gather information from provided sources to answer a question.  **I Can Statement(s):I can gather information and answer questions.**  **Instructional Plan:**  **Teacher and students will discuss teams. Make a list on the board of different sports where you are part of a team (ex: soccer, baseball, gymnastics….). Teacher will pick one sport and model writing 3 different rules to go along with that sport (ESL/EC students may want to copy teacher model if they are having a hard time). Students will pick one sport and go back to their seat and write 3 different rules to follow in order to play that sport.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.2.1.** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **I Can Statement(s): I can successfully recognize sight words**  **Instructional Plan:**  **Students will play a sight word slap game. Teacher will call 2 students up and call out a sight word, and they will “slap” the correct word with a fly swatter.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:** **SL.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  **I Can Statement(s):**  **Instructional Plan:**  **Have students share their rules with the class/partner (depending on how much time you have)** | | | | |
| **Closing/Summarizing Strategy** |  | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
|  | |  | | |  |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

**K-5 ELA Lesson Plan**

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| **Teacher:**  **Roberts** | | **Grade:**  **2nd** | | | **Date(s)**: 4th Day |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task:**  1 – Story Mapping | | |
| **Essential Question(s):**  How does asking and answering questions help me to understand key ideas and details when I read, write and speak? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  Story Map (Class Set)  Reading Basal (One for each student)  Gloves that students made | | | | Title  problem  solution  main idea  title  setting  plot  ***compete***  ***contribute***  ***recreation*** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared   * Guided Practice * Independent | **Reading**  **Standards:**  RL.2.1 – Ask and answer such questions as who what when where why and how to demonstrate understanding of key details in a text.  **I Can Statement(s):**  I can identify the story elements in a realistic text.  **Instructional Plan:**  Review with students what you did on the previous day. Go over main idea, story elements and the amazing words that were discussed yesterday.  Tell students that they will get into cooperative groups and REREAD the story, and use their story glove (as a suggested TOOL) to complete the Story Map with their partner.  Emphasize that students need to READ the story FIRST.  Set expectations for behavior.  Pass out materials (see above)  Group students into pairs and have them begin reading.  Walk around to facilitate and check comprehension and engagement.  After allotted time is up. Pull up the story map template and go over the story elements. Call on students to read their responses. Go over any misconceptions/confusion. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  W.2.8 – Recall information from experiences or gather information from provided sources to answer questions.  **I Can Statement(s):**  I can use this week’s Tier 2 words in a sentence.  **Instructional Plan:**  Review the Tier 2 Words that you introduced yesterday. Go over their meaning and model how to write sentences with the words. Emphasize capitalization and punctuation. | | | | |
| **ilGradual Release of Responsibility:**   * Modeled * Shared   X Guided Practice  X Independent | **Word Study**  **Standards:**  L.2.4a **–** Use sentence-level context as a clue to the meaning of a word  **I Can Statement(s):**  I can identify and match the words with the definition  **Instructional Plan:**  Students will get a sheet with all the story elements and their definitions mixed up on a sheet. Students will cut out the words and match them with the correct definitions. Students will glue them on construction paper. | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  X Guided Practice  Independent | **Speaking & Listening**  **Standards:**  SL.2.2. – Recount or describe key details from a text read aloud or information presented orally or through other media.  **I Can Statement(s):**  I can share key details/story elements of the story.  **Instructional Plan: \***  Students will share their responses from their story map on Ronald Morgan goes to Bat. | | | | |
| **Closing/Summarizing Strategy** | Students sharing their responses on their story map. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Create an amazing word center. Put the amazing words on index cards. Students will need to pull out a card with an amazing word and they have to write a sentence and draw a picture with the word. | | Main Idea Song  Glove manipulative  Working in Pairs (homogenous) | | | Anchor Charts  Graphic Organizers  Vocabulary Rings/Word Wall |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Day 5 for Morning Work or Guided Reading students will read a biography and complete a story map. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*